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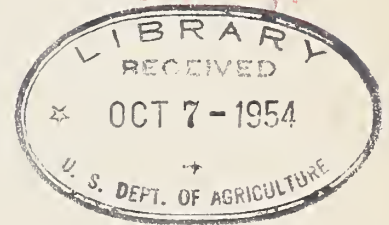
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3 WHAT SOCIAL AND ECONOMIC CHANGES MUST BE
CONSIDERED IN OUR PROGRAM PLANNING?*

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The Extension Service in its program planning has always given consideration to two types of problems. One type is those problems which are of immediate concern to farmers and homemakers and about which something has to be done. Decisions have to be made for immediate action based on experience, available scientific information, and judgment. How to feed and clothe the family most economically, what crops to grow, what farm management practices promise to be best this year, are types of problems that will not wait for an answer. Decision has to be made. The Extension Service consequently is called upon to shape its educational activities to give the best possible assistance with such problems. These immediate problems have always been given primary position in the Extension Service program. This policy has been responsible in large measure for the appreciation and support gained by the Extension Service. I believe it is fundamentally sound philosophy and should continue to be a dominant influence in shaping Extension Service programs. To minimize or ignore these immediate problems would unquestionably result in loss of prestige, loss of much interest and cooperation on the part of local volunteer leaders, and lack of support generally for the Extension Service. The extension program must be practical rather than experimental or theoretical.

Herein lies a danger, however, and unless those responsible for administrative policies and the extension staff generally see beyond immediate problems, give due consideration to long-time programs designed to correct underlying causes. we shall fall short of fulfilling our largest opportunity for service. For example, an educational program aimed at maintaining soil fertility is just as important as immediate crop yields; a nutrition program for adults that teaches principles of nutrition is just as important as giving attention to low-cost menus. In fact, if I sense the situation correctly, there is an increasingly large number of homemakers who desire opportunity for this more fundamental type of study. The wide interest among parents for extension classes in child training is also indicative of a desire for teaching fundamentals. The interest among farmers in improving marketing facilities is another illustration. These interests call for a place in the program of the Extension Service.

*Presented at Northeastern States Extension Conference, Boston, Mass.,
February 20, 1936.

1. The first part of the paper discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the success of any business or organization. The author argues that without reliable records, it is impossible to make informed decisions or to identify areas for improvement.

2. The second part of the paper focuses on the challenges of record-keeping in a digital age. It explores how the rapid pace of technological change has created new opportunities for data collection, but also new risks for data loss and security breaches. The author suggests that organizations must invest in robust IT infrastructure and implement strict security protocols to protect their data.

3. The third part of the paper discusses the importance of data privacy and the role of organizations in protecting their customers' information. It highlights the growing concern over data breaches and the potential for reputational damage. The author argues that organizations have a moral obligation to protect their customers' data and to be transparent about how it is used.

4. The fourth part of the paper discusses the importance of data security and the role of organizations in protecting their assets. It highlights the growing threat of cyberattacks and the potential for financial loss. The author argues that organizations must invest in robust security measures and implement strict protocols to protect their assets.

5. The fifth part of the paper discusses the importance of data integrity and the role of organizations in ensuring the accuracy of their records. It highlights the potential for data corruption and the impact on decision-making. The author argues that organizations must implement strict protocols to ensure the accuracy of their data.

6. The sixth part of the paper discusses the importance of data accessibility and the role of organizations in ensuring that their records are available to those who need them. It highlights the potential for data silos and the impact on collaboration. The author argues that organizations must implement strict protocols to ensure that their data is accessible to all who need it.

7. The seventh part of the paper discusses the importance of data retention and the role of organizations in ensuring that their records are kept for the appropriate amount of time. It highlights the potential for data loss and the impact on decision-making. The author argues that organizations must implement strict protocols to ensure that their data is retained for the appropriate amount of time.

8. The eighth part of the paper discusses the importance of data archiving and the role of organizations in ensuring that their records are preserved for the long term. It highlights the potential for data loss and the impact on decision-making. The author argues that organizations must implement strict protocols to ensure that their data is archived for the long term.

9. The ninth part of the paper discusses the importance of data backup and the role of organizations in ensuring that their records are protected from loss. It highlights the potential for data loss and the impact on decision-making. The author argues that organizations must implement strict protocols to ensure that their data is backed up regularly.

10. The tenth part of the paper discusses the importance of data recovery and the role of organizations in ensuring that their records are restored in the event of a disaster. It highlights the potential for data loss and the impact on decision-making. The author argues that organizations must implement strict protocols to ensure that their data can be recovered in the event of a disaster.

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There is still a broader conception which seems to me necessary if the Extension Service is to maintain its leadership in adult education for rural welfare. The program of the Extension Service, I believe, should aim to develop a better understanding of some of the broad economic and social problems on which decisions must be made, decisions which will materially affect future welfare. Such economic questions as relationship between agriculture and industry; Is a planned agriculture economically sound? If so, what is the proper function and relationship of the State and Federal Government? What is a sound basis of taxation? Should the Extension Service have an educational program for the group of young people between the 4-H club age and those who have become responsible for homes and as farm operators? Here is a large group of young men and women who are just as definitely in need of guidance in meeting their problems as any other group. I believe it to be just as definitely the function of the Extension Service to wrestle with this problem and develop a program to meet the needs of these rural young people as it is to conduct 4-H club work for boys and girls or educational programs for homemakers and farm operators. Rural people also are seeking guidance in certain types of recreational programs. Wherever the Extension Service has accepted this responsibility and given constructive assistance, it has been highly appreciated. For example, a few years ago, the New Jersey Extension Service gave assistance to granges in amateur dramatics. This project received more prompt and enthusiastic response and appreciation than any other single extension project that has come under my observation. Elements of strong farm organization, their functions, and how to maintain them is another type of problem that might properly be included in our educational program.

Many of these problems are still in the experimental stage. They are problems, the very nature of which calls for joint action by research and extension workers. Many of these problems cannot be studied under the usual type of laboratory procedure or experimental plots. Experimentation and education must go hand in hand if any progress is to be expected. This field calls for increase in research studies as well as a broadening of the Extension Service programs.

That we do not know the answer to many of these problems is no justification for a do-nothing policy. Such an attitude is unsound educational philosophy. We find solutions to problems by thinking about them, studying them, experimenting with them, having the courage to act. A sound educational program is based on guiding people to find solutions to their own problems growing out of group thinking and action. The Extension Service has conducted just this kind of an educational program in helping farmers to develop their cooperative marketing and buying associations.

Rural people as well as others are realizing the need for a broad program of adult education. The more enlightened rural people are looking to their educational institutions for a broader program than has thus far been developed by the Extension Service. If the agricultural college fails to respond to this need and if the Extension Service fails to broaden its scope to meet this demand, it will reflect lack of vision, understanding and wise leadership on the part of those entrusted with the administration of land-grant colleges; and other agencies will come into being to give

this service. A survey of the development both of research programs of the Experiment Stations and of the Extension Service in the last 25 years shows this broadening trend in our activities. The developments in Extension Service programs have been altogether too slow, however, for us to claim that we have kept pace with the changes in economic and social conditions.

While we are ever faced with the necessity for assisting in meeting present-day problems, if we are to be recognized as leaders, we must keep out in front and be on the alert to meet new conditions as they arise. At the same time, however, we must remember that leaders cannot set a pace too fast for the group to follow. To do so results in losing out as leaders. Every intelligent person will admit that changes in economic and social conditions are constantly taking place. Our educational programs, therefore, must change and keep pace with these changing conditions or they fall short of being intelligent and worthy of confidence and support.

